

PICK Overview: Young Adult



The following report summarizes the PICK a Partner Program and its use with young adult populations. For more information on the other programs offered by Love Thinks please visit

www.lovethinks.com or email info@lovethinks.com.



resources for developing healthy individuals & relationships

Overview of PICK a Partner workshop

OVERVIEW

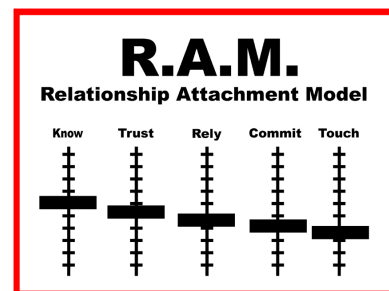
The PICK (Premarital Interpersonal Choices & Knowledge) Certification Course is designed to provide a plan for youth & adults of all ages to follow their hearts (pacing a new relationship in safe and healthy ways) without losing their minds (exploring five key areas that foreshadow what this partner will be like in dating and ultimately marriage). Instructor certification can be attained by attending a certification training or from the teach-out-of-the-box DVD training/certification that is included in the PICK Instructor Certification Packet. There are five or ten lesson workbooks and three versions—secular, military, and faith-based versions. There is also a Parent Guide that provides parents with an overview of the PICK course and how to talk with their kids about the material.

DESCRIPTION

The PICK course has workbooks which include exercises and activities that facilitate small group interaction which applies the material and helps individuals develop healthy and intentional relationships while exercising wisdom in their choice of a romantic partner. This course has over five thousand certified instructors teaching the PICK course in high schools, colleges and universities, military settings, social agencies, prisons, churches, single organizations, and coalition organizations. Specifically, the PICK certification course has been taught in the US Army Strong Bonds Program since 2001 and at the Army Chaplains Basic Officer Leadership Course (CH-BOLC) since 2004.

The PICK course provides a thorough educational and interactive training about relationships (boundaries, attachment, intimacy, trust, sex and commitment) and the areas to explore in the dating relationship. The PICK course is a blend and application of two major fields of theory and research: assessment theory and attachment theory. Participants will learn five areas that

summarize research in the assessment of characteristics that predict relationship quality and longevity in a practical and user friendly format that can be used to facilitate classes. In addition, the Relationship Attachment Model provides a psychologically sound interactive picture of the major bonds that form the connections in relationships. This model is used to help others understand ways to be intentional in the pacing of their relationship closeness. These five dynamic connections form the glue of your relationship and they should grow together in a balanced way. The safe zone is simple: do not let one level exceed a previous. In other words, vulnerability increases when one level exceeds the previous. Safe relationships grow from left to right. Therefore, it is vulnerable to go farther in sexual touch than the level of commitment; and to form a commitment beyond the ways the other person has proven reliable; and to look to the other person to meet your needs beyond a proven trust in him/her; and to trust someone more than what you know about them.



Major areas presented in the PICK course include: intimacy and romantic love; how trust is developed; emotional dependence and attachment; commitment; sexual involvement and personal boundaries; predictors of relationship satisfaction; family background and mate choice; the role of the conscience in dating relationships; relationship skills and ultimately marital success; and areas of compatibility to consider in the dating process.



LEARNING OBJECTIVES

1. Learn how to pace a romantic relationship in safe and healthy ways with the Relationship Attachment Model.
2. Explore five major areas crucial to both being a healthy partner and knowing what a person will be like as a partner:
 - Family dynamics that predict future relationship patterns.
 - Attitudes and actions of someone's conscience.
 - Compatibility potential between you and the person you are dating.
 - Examples of how a person acts from learning about other relationship patterns.
 - Skills a person has in communication and conflict resolution.

*Dear Principal,
Our relationship teacher taught me many valuable lessons, but the one that I will forever use and keep in mind is the RAM. He taught me that I should know the other person better before trusting, relying, committing, and going too far sexually. My boyfriend and I are following the RAM and it's the happiest we've ever been. Kids these days rush too quickly in relationships, I strongly feel we need things like this.*

-High School Participant

3. Develop a plan for how to intentionally pace the trust, emotional and sexual closeness in safe and healthy ways according to the Relationship Attachment Model, as well as avoid risky dating behaviors.

4. Gain a way to measure character and marriagability.

TEACHING & TRAINING METHODS

The PICK course involves brief lectures, class discussion, small group and individual activities.

MATERIALS

Program materials come in English, Spanish and Chinese languages with over 5,000 instructors teaching this course in all 50 states and 10 countries.

INSTRUCTOR CERTIFICATION COURSE

Participants receive an overview of the certification course which includes instructor lesson plans (200+ pages); 8-hour DVD Certification Course for review and continued training; 2-DVD live presentation of 5 lesson program; power point CD; copy of the participant workbook and mini-RAM; large

instructor tri-fold RAM board, and a summary of the research used in the course. Participants will also gain access to the private PICK instructor sections of the website for additional instructional materials and free downloads.

PICK & YOUNG ADULT POPULATIONS

The PICK course is widely used in high schools and colleges/universities. For example, to date, over 16,000 high school and college students have been exposed to the PICK program in Fresno, California. Approximately, 80% of these students are Hispanic/Latino, 6% Black, 5% White, 7% Hmong or South East Asian, and 2% Native American.

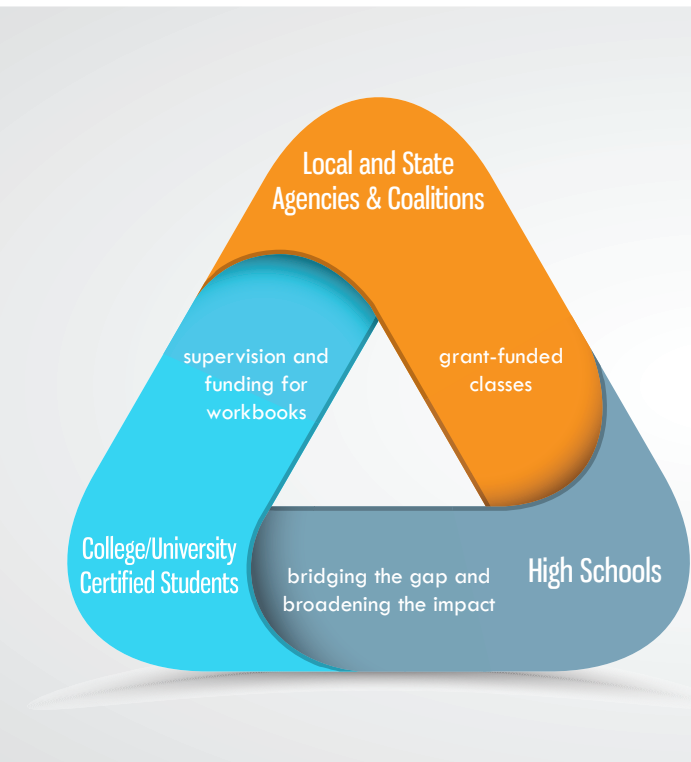
Additionally, Bethany Christian, a grant funded organization in Atlanta, Georgia has taught the PICK course to hundreds of young adults that come from predominately low-income populations. The PICK course has demonstrated strong outcomes among these populations (contact info@lovethinks.com for more info on this research).

In Utah, the PICK course has been used extensively in high schools and in 2014-2015 over 2500 students have been served. It is projected that in 2015 over 5000 students will receive the PICK program with workbooks. The PICK course is also used similarly in high schools in Ohio, West Virginia, Georgia, Tennessee, Indiana, Illinois and Wyoming.

The PICK program is also used in multiple universities. For example, Lipscomb University in Nashville, Tennessee has undergraduate students trained in the PICK course and who teach the PICK course in practicum settings for credit as part of a Family Studies program. Utah Valley University uses the book *How to Avoid Falling in Love with a Jerk* as part of a general education class. Due to its popularity, a PICK student certification course has been added as a course to train students to be instructors in the PICK program. The students will then have opportunities to teach a PICK class in practicum settings. In fact Utah Valley University (UVU) has established a cooperative relationship with coalitions that have received grant support to provide PICK classes in high schools and other settings. So certified UVU students can select practicum settings from the University or assist other certified instructors from coalitions in the High School settings. The PICK course is also used in universities in Ohio, Georgia, California and Louisiana.

*Dear Principal,
I want to thank you for allowing us to take this course, I learned about what a healthy relationship looks like. I learned what I do that is unhealthy in relationships. I also learned how to give a relationship a good foundation using the RAM. I truly believe this class was helpful to me as well as the others in my class.*

-High School Participant



Research has suggested that the benefits of high school relationship education programs tend to diminish overtime, and most markedly when the students enter college. One reason this may happen is that the programs are viewed as “for high schoolers; not adults”. The model pictured on the left suggests incorporating college aged instructors to teach the high school students the PICK program as part of a college/university course practicum experience or in conjunction with a grant-funded coalition. This model would bridge the gap between high school students and college aged young adults, therefore providing role models and broadening the impact of the PICK program and the important lessons in relationship education for young adults.



LESSONS LEARNED

Initiating the use of the PICK program in schools and university settings can be overwhelming. We reached out to our young adult PICK instructors, who have hurdled over numerous obstacles to get the PICK program into schools, for some suggestions.

- **Choose your approach: Administration or Teacher**

There are pros and cons for approaching administrators versus teachers. Administrators may be able to provide blanket approval; however if they shut it down that is typically the final word. Additionally, teachers tend to be more aware of the material they are teaching and how the PICK course may best fit in. Feedback has been that all teachers have felt the PICK course consisted of valuable and needed information. If you are able to get approval from the administration, it is usually easier to set up several classes in a short amount of time; however it usually takes longer to get this approval.

- **Approach the first “yes”**

Find a teacher or a connection in the school district who really likes the program, and can be a good advocate to help get into the schools. If you get a “yes” or a supportive interested staff, start here..the path of least resistance.

- **Assess the Need & Create a plan**

Assess the need of the school(s) you are approaching. What is already being taught and by whom? How does the PICK course differ and what does it have to offer above and beyond what already exists?

HERE'S A BRIGHT IDEA
You may also have the opportunity to meet with faculty or administration. One PICK instructor gave mini-RAMs to those with whom he was going to meet a week before his meeting. He told them the course teaches this model and asked them to play around with the interactive model, share it with others (like their spouses if married). When the meeting came they wholeheartedly supported the program before he even gave his speech!

Teaching the PICK course in my practicum setting has been a life-changing experience. To see how these underserved populations were completely absorbed in the material and desperately needed and loved it was eye opening and a truly amazing experience.

-Lipscomb University Student

Create a scope of reach and a script to use when you share the vision. Begin contacting schools through your connections. Familiarize yourself with statistics of youth specific to each school. Legitimize yourself using letters of reference, statistics, and your presentation skills.

- **Begin with an Overview**

Numerous instructors who have gained classroom opportunities to teach the PICK course first offered a brief seminar or assembly. This provides the chance for students and especially faculty and administration to gain an understanding of the course. The RAM chart comes in a 5’x7’ banner that can be purchased on the Love Thinks website store and is ideal for large group presentations.

PICK a Partner Research

The PICK a Partner program has been taught to soldiers and Chaplains all over the world and has been used by community organizations and coalitions around the country. The following pages will review the research conducted on the PICK a Partner program with soldiers and civilians.

Study One

Van Epp, M.C., Futris, T.G., Van Epp, J.C., & Campbell, K. (2008). The impact of the PICK a Partner relationship education program on single Army soldiers. *Family and Consumer Sciences Research Journal*, 36, 328-349.

Overview

This study examined whether participation in the PICK program affected single soldiers' knowledge and attitudes about relationship development and marriage. Participants were asked to complete a survey to measure their attitudes and beliefs about relationship development and marriage before and after participating in the PICK program. These results were also compared to single soldiers who did not participate in the PICK program; this group served as the control group. Soldiers from Fort Jackson and the Defense Language Institute participated in the study (n= 123 program group & n= 149 control group). Approximately 50% of the study sample was 20 or younger and 80% was 24 years old or younger.

Findings

After completing the program, participants described their experience as valuable and rewarding. Among the 123 program participants:

- 95% felt more confident in their dating relationships
- 98% planned on using the information they learned
- 98% would recommend the program to others
- 97% said they were satisfied with the program and 97% also agreed the program was helpful

After completing the program and compared to the control group, program participants:

- Showed a significant increase in the importance they place on getting to know their partner in five areas research and the PICK program deemed important (FACES).
- Reported less constraining beliefs about marriage.
- Felt more knowledgeable about developing a healthy relationship that leads to a healthy marriage.
- Felt more confident in their abilities to use the skills learned from PICK to develop healthy relationships.

Implications

Based on the findings, this study suggested that the PICK program helped to educate singles about taking time in their relationships so that they may make healthy and lasting relationship decisions. This is especially important among single soldiers, because previous research has found that soldiers tend to enter into marriage quickly. This study also found that the PICK program instilled confidence in and knowledge about how to build healthy relationships.



Study Two

Brower, N., MacArthur, S., Bradford, K., Albrecht, C., & Bunnell, J. (2012). Got dating: Outcomes of a Teen 4-H Relationship Retreat. *Journal of Youth Development*, 7, 119-124.

Overview

This study examined the PICK a Partner course with young adults in a retreat format. The retreat was held on a Friday evening through Saturday afternoon and was open to all youth at least 15 years old. Marketing was done using flyers, email, state and county newsletters and websites, and word of mouth efforts through county extension offices, teen council meetings, and 4-H events. Overall, the study included 86 youth with a total of 50 females and 36 males. The mean age was 16.6 (SD=1.24). The sample was predominately white (97%). Two-thirds of the sample indicated that they had never received relationship education.

Findings

After completing the program, youth showed significant increases of their knowledge of relationship skills. Specifically, they gained significant increases in their knowledge of how to listen effectively, handle disagreements, solve problems, how to get to know a partner deeply, and the importance of spending with time and taking time to get to know a partner. The findings were significant for both males and females.

Youth Perceptions

- On a scale from 1 (strongly disagree) to 5 (strongly agree), the youth rated the perceived value of the program at mean of 4.47 for females and 4.37 for males.
- Youth were asked “What are the most important things that you learned?” and responses included: good listening skills, how to understand and relate better to others, how to better communicate and read body language, how to make and keep good relationships, and how to be smart when dating.

Implications

The results of this study suggested that the PICK program had a positive impact on the youth who participated. This study demonstrated the effectiveness of the PICK program in a retreat style format with young adults.

Study Three

Manning, W.D., Trella, D., Lyons H., Gulbis, A., & du Toit, N. (2008). *Healthy relationships and healthy marriages: Final report*. Center for Family and Demographic Research. Bowling Green State University. Bowling Green, Ohio.



Overview

This study provided an overview of a multi-method assessment of the Grand Rapids Healthy Marriages Healthy Relationships (HMHR) program, PICK a Partner. The HMHR program implemented the PICK program to low-income individuals. The assessment involved surveys data and two waves of 90-minute interviews (wave 1 n= 57 & wave 2 n= 48) that addressed the views and experiences of program participants. The data was qualitative in nature and was collected following the completion of the program and 6 months following the program.

Findings

After completing the program participants stated that:

- They would overwhelmingly recommend the PICK program to family and friends
- They were satisfied with the program content and instruction

Findings at the 6-month follow-up

After the 6-month follow up participants stated that:

- They felt more confident and competent in setting boundaries for current or future partners.
- They raised relationship standards with current or future partners.
- They felt more able to keep “jerks” at a distance.
- They were taking more time to get to know a potential partner’s background before committing to the relationship and becoming physically intimate in the relationship .
- Felt motivated to become a good relationship role model to children and others in the community.
- The program helped them form and sustain healthy relationships and offered them the tools to break off unhealthy relationships.
- Felt prepared to avoid the same relationship mistakes they had made in the past.
- The program helped them recognize areas in themselves that would benefit from improvement.
- They felt the skills they learned in the program translated into other relationships in their life such as: friendships, family relationships, and work related relationships.
- They felt motivated to share their new relationship expertise with others.

Implications

The results of this study suggested that the PICK program had a positive impact on the low-income individuals who participated. In particular, the PICK program was well received and liked by the participants. Additionally, at the 6-month follow-up the impact of the PICK program was still apparent and the participants were putting the lessons they learned in the program to use. Specifically, the participants were enforcing more boundaries, raising their standards, and felt empowered by the tools taught in the program to avoid unhealthy partners.

PICK with At-Risk Young Adults

Evaluation Summary (N=150)

The PICK a Partner program, also titled How to Avoid Falling for a Jerk(ette), was taught to singles around the metro-Atlanta area. The goal of the PICK course is to teach singles to be more intentional in their dating relationships with what they get to know about a partner as well as how to pace a developing relationship in a safe way.

The PICK course was taught from March of 2012 and, as of June 2015, a total of 687 individuals have been served and completed the pre and post test questionnaires. Due to an increased desire to provide services to high-risk young adults, the current data was analyzed using only those participants who would be categorized as high-risk young adults. This examination will allow for a better understanding of whether or not the PICK program successfully impacted the young adults who would be considered at high-risk for certain life and relationship outcomes. Given the current data collected on this sample, the criteria used for a participant to be considered high-risk was as follows:

- Age 24 or younger
- A participant in a class that was DFCS or a class that was comprised of high-risk young adults
- A participant who was pregnant or had a partner that was pregnant
- A participant that has a child/children
- A participant between the ages of 19-24 with less than a high school education
- A participant that was referred through WIC, Foodstamps, Medicaid, Shelter, or a Group Home.

Based on the above criteria, a total of 150 young adults were classified as high-risk. Overall, the Jerk(ette) course was well received by this population of young adults.

- 92% agreed that they learned new information from the class
- 92% agreed that the class was personally helpful
- 92% agreed that they planned to use the information they learned from the class in their dating relationships
- 91% agreed that as a result of the class, they will have healthier relationships
- 89% agreed that they feel more prepared for seeking out a committed relationship
- 92% agreed that as a result of the class, they will carefully evaluate their choice of a partner
- 93% agreed that the instructor clearly explained the material in the class
- 91% agreed that they would recommend the class to others
- 92% reported being very satisfied with the Jerk(ette) class

The demographics and pre and post-test results are reported on the remaining pages.

Overall N = 150	
Current Age (M, SD, range = 15-24)	17.9 (2.36)
Sex (% female)	65.8
What is your race/ethnicity (% , may select more than one)	
Hispanic/Latino	8.6
Caucasian	9.9
African American	86.0
Asian/Native Hawaiian/Pacific Islander	2.0
American Indian	0.7
Highest Grade Completed (%)	
No formal schooling	2.0
8th Grade or Less	1.4
Some High School	72.3
High School Diploma/GED	16.9
Some College or 2 Year Degree	4.1
Technical or Trade School	2.0
Bachelor's Degree	0.1
Graduate or Professional School	0.1
Are you currently pregnant? Or is your partner currently pregnant? (% yes)	20.2
Does this young-adult have children living with them or not living with them? (% yes)	13.5
If you are in a committed relationship, are you currently living with your partner?	10.9 (n = 12)

Table 2: Pre-Post Test N=150

How important is it to you that you get to know the following about your partner before you agree to marry or become seriously committed?	Before (Mean,SD)	After (Mean, SD)	T-value
How my partner fights when angry	3.99 (1.32)	4.36 (1.05)	3.52*
What my partner learned from his/her family when growing up	4.09 (1.13)	4.32 (1.01)	2.28*
How my partner reacts when my feelings are hurt	4.45 (0.93)	4.90 (0.98)	0.41
What my partner has been like in past dating relationships	4.09 (1.09)	4.26 (1.08)	1.76
What my partner believes about right and wrong	4.40 (1.07)	4.45 (1.05)	0.54
How well my partner gets along with their parent(s)	4.02 (1.18)	4.30 (1.07)	2.77*
What my partner's friendships have been like	4.27 (1.01)	3.92 (1.06)	3.61*

Note: 1= very unimportant 2 = unimportant; 3= neutral; 4= important; 5= very important; * items significant at the $p<.05$ - $p<.001$ level

The participants were asked to rate on a likert-type scale ranging from 1 = very unimportant to 5 = very important how important it was for them to get to know different areas about a dating partner. The participants were asked to do this before the PICK class and then after the PICK class. The results are summarized below in Table 2.

The results indicated that after taking the PICK course, the participants rated that it was more important to get to know the areas the program deems important. More specifically, four of the seven items showed a significant program impact (see Table 2). The items that were not statistically significant still showed improvement in the expected direction. It is likely that the nonsignificant items were due to the participants rating the before items as very important, not leaving much room for improvement. Overall, the results suggest that improvement occurred in the predicted direction for all items, meaning greater importance was placed on these items after the completion of the PICK class.

Table 3: Pre-Post Test N=150

Please indicate your level of agreement with the following statements	Before (Mean, SD)	After (Mean, SD)	T-value
I feel confident that I know how to choose the right person for me	4.58 (1.29)	5.09 (1.11)	4.34*
I feel confident that I know how to have a healthy dating relationship	4.68 (1.26)	5.07 (1.19)	3.30*
I can identify the things that are important to get to know about a partner	5.00 (1.04)	5.24 (1.03)	2.31*
I know how to pace a dating relationship in a safe way	4.53 (1.29)	5.06 (1.16)	4.62*
I know how to choose a healthy partner	4.58 (1.28)	5.10 (1.11)	4.38*
I feel confident that I can spot warning signs in dating partners	4.86 (1.24)	5.22 (1.11)	2.79*
I know how to identify the signs of an abusive relationship	5.34 (0.96)	5.38 (1.16)	0.32
I know the skills necessary to be an effective communicator	4.85 (1.19)	5.16 (1.18)	2.47*
I understand healthy versus unhealthy ways to resolve conflict in my relationships	4.94 (1.15)	5.63 (5.64)	1.36

Note: 1 = strongly disagree; 2 = disagree; 3 = slightly disagree; 4 = slightly agree; 5 = agree; 6 = strongly agree;
 * items significant at the $p < .01$ level; all t-values were in the negative direction

Pre and post test questions were also asked about the participant's knowledge about and confidence in their ability to choose the right partner and have a healthy relationship. All but two of these pre and post test items were found to be statistically significant at the $p < .01$ level. These findings suggest that attending the PICK class had a significant and positive impact on the level of confidence participants felt in their ability to build a healthy relationship and their knowledge in how to choose a healthy partner. The results are presented below in Table 3.

NOTE: It should be noted that the PICK program contains a supplement specifically addressing emotional and physical abuse that was not used in these classes, therefore the non-significant findings are based on any extra information provided by the instructor of the course. It is also likely that this particular population, being high-risk, has had previous exposure to abusive relationships giving them a heightened awareness of how to identify these abusive relationships which may have resulted in higher ratings on the pre-test items.

Summary

Overall, participation in the PICK course resulted in significant and positive changes in high-risk young adult's awareness of what to get to know about a dating partner and confidence and knowledge of how to safely choose a partner and build a healthy relationship. Participants in the course also reported high levels of satisfaction with the class, high beliefs that they will have healthier relationships because of the class, and high rates of intention to use the information learned in the course in their relationships.



DR JOHN VAN EPP

author | speaker | trainer

about John

John Van Epp, PhD in Counseling Psychology, is the founder of Love Thinks, LLC and author of *How to Avoid Falling in Love with a Jerk*, published by McGraw-Hill. His pastoral background, twenty-five years of clinical experience and extensive research in premarital, marital and family relations have paved the way for his courses, *PICK (How to Avoid Falling for a Jerk)*, *Couple LINKS*, *Our Home Runs*, *Ultimate Spiritual R&R*, and *Pastoral Counseling with the RAM* to be taught in thousands of churches, singles organizations, military and educational settings and social agencies in all fifty states, ten countries and by more than 6,000 instructors certified by Dr. Van Epp.

Van Epp and his innovative Relationship Attachment Model, book and relationship courses were awarded the Smart Marriage Impact Award (2008) and have been featured in *The Wall Street Journal*, *Time Magazine*, *Psychology Today*, *O Magazine*, and *Cosmopolitan*; and he has appeared on the *CBS Early Show*, the *O'Reilly Factor*, *Fox News*, and *Focus on the Family*.

“EYE OPENING AND PRACTICAL, HOW TO AVOID FALLING IN LOVE WITH A JERK IS FOR ANYONE WHO’S TIRED OF DATING AND WANTS TO FINALLY FIND “THE ONE”.”

JOHN GRAY, AUTHOR OF MEN ARE FROM MARS, WOMEN ARE FROM VENUS

POPULATIONS SERVED

The United States Army, Navy, Coast Guard, Air Force, & Marines

Marriage & Family Coalitions

Incarcerated Youth & Adults

Faith-based Organizations & Churches

Divorced & Single-Again Adults

Recovery Organizations & Programs

Domestic Violence & Pregnancy Centers

“FROM A RICH CLINICAL AND ACADEMIC BACKGROUND, DR. VAN EPP IS ABLE TO EXPLAIN THEORY & RESEARCH WITH SUCH PRACTICAL INSIGHTS, PERSONAL STORIES, & A CONTAGIOUS SENSE OF HUMOR!”
US ARMY CHAPLAIN, LOVE THINKS INSTRUCTOR

For pricing and information about keynote, workshop, or live training please email info@lovethinks.com www.lovethinks.com



resources for developing healthy individuals & relationships



“

WITH ALL THE CHANGES IN THE MILITARY, I BELIEVE THAT LOVE THINKS PROGRAMS WILL HELP INDIVIDUALS, COUPLES, & FAMILIES COPE WITH WHATEVER CIRCUMSTANCES THEY FACE.”

US AIRMAN, ULTIMATE SPIRITUAL R&R INSTRUCTOR

PROGRAMS OFFERED

PICK a Partner Program: for singles

Couple LINKS: for committed couples

Ultimate Spiritual R&R: for all individuals

Our Home Runs: for families

Counseling with the RAM: for Lay & Professional Counselors

about Love Thinks

Love Thinks, LLC is dedicated to creating educational programs that teach how to build, strengthen, and manage relationships. You will find that the Relationship Attachment Model (RAM) provides a picture of love and closeness. When you understand what produces the feelings of love in your relationship, and how these dynamics work together, then you can manage your relationship, healing hurts and deepening intimacy.

Four programs use the RAM. The first is the PICK a Partner, aka *How To Avoid Falling for a Jerk(ette)* which teaches how to build a healthy relationship that keeps the head and heart working together. The *Couple LINKS* Program empowers couples to be active relationship managers and work together to keep their relationship strong and resilient. *Ultimate Spiritual R&R* teaches individuals how to use the RAM to develop their spirituality in ways that increase their ability to resiliently relate with three domains of life: self, others, and circumstances. And *Our Home Runs* helps families know how to stay connected while successfully running their homes.

“

THE RAM IS AN EXCELLENT TOOL. THE BEST TRAINING I'VE EVER RECEIVED. I HAVE A MASTERS IN COUNSELING & NEVER RECEIVED INSTRUCTION SO PRACTICAL, RELEVANT, AND USEFUL.”

CLINICAL COUNSELOR, LOVE THINKS INSTRUCTOR

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